DOCUMENT RESUME

ED 265 339 CE 043 276

TITLE Moulds. Youth Training Scheme. Core Exemplar Work Based Project.
INSTITUTION Further Education Staff Coll., Blagdon (England).
REPORT NO ISBN-0-948361-44-1
PUB DATE 84
NOTE 22p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Guides - Classroom Use - Materials (For Learner) (051)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Behavioral Objectives; *Career Education; *Ceramics; Competency Based Education; Core Curriculum; Foreign Countries; Job Skills; Learning Activities; Learning Modules; *Manufacturing; On the Job Training; Postsecondary Education; Records (Forms); *Work Experience Programs
IDENTIFIERS England; *Moldmaking

ABSTRACT

This trainer's guide is intended to assist supervisors of work-based career training projects in teaching students the terms used and the stages involved in plaster mold making. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (YLB)

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ED265339

Youth Training Scheme

CORE EXEMPLAR WORK BASED PROJECT

Moulds

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CE043276

ESF
CORE SKILLS PROJECT
YTS

OTF No: 6

PROJECT No: M|45

TYPE Individual

2

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Coombe Lodge, Blagdon, Bristol, BS18 6RG ✆ 0761-62503

ISBN 0-948361-44-1

ASSESSMENT OF CORE SKILLS

This series of projects contains a number of different formats for recording assessment of core skills. These formats are offered for experimental purposes; none is proven as the 'best' method. All are based on the principle that feedback to trainees is a necessary part of the learning process and that such feedback should include information on core skill development.

Further work is being carried out on the methods of assessing achievement of core skills in work-based learning and of how to log such achievement on a record which trainees can take away from YTS. Some of the results of this work will be included in later MSC/ESF Core Skills Project publications.

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INTRODUCTION

WHAT ARE WORK-BASED PROJECTS?

Work-based projects are learning materials which aim to make the most of all the possibilities for developing trainees' skills, knowledge and attitudes in the workplace. They build upon everyday workplace tasks to provide experience of the whole range of YTS learning opportunities.

The projects in this series have been tested with managing agents as part of the YTS Core Project, which is jointly financed by MSC and the European Social Fund. In some cases managing agents will be able to use the projects as they are. In others they will need to be adapted to the circumstances of a particular workplace or to the aims of a particular scheme. Some managing agents will prefer to produce their own projects. For such cases these examples aim to demonstrate some principles of good design in work-based learning materials. These principles are:

To encourage trainees to learn by doing
To make the most of all the experiences which are available to trainees in the workplaces.
To start from a real task which is seen as relevant by all parties involved — trainees, workplace supervisors, trainers and off-the-job tutors.
To help trainees see the relationships between things learnt on- and off-the-job.
To base the assessment of achievement upon trainees' actual performance in tasks.
To look for all the opportunities for learning which arise from a task and, in particular, to help trainees to develop the core skills. These skills, in number, communication, problem-solving and practical activities, are used in a wide variety of tasks and are essential if trainees are to achieve competence in those tasks*. They are the skills — of finding out information, planning how to do things, overcoming difficulties and so on — which help trainees to learn more quickly in new situations, either in the same workplace, in a different one, or in the world outside work.

Such skills are required naturally by the workplace tasks in these projects and, in requiring trainees to go beyond the task itself, the projects deliberately *add* to the range of core skills which are required in an everyday working situation. This is especially important for some of the skills of communication and problem-solving which trainees are often not given the opportunity to exercise in work experience.

These principles can be incorporated in projects for all placements and for trainees of all ability levels. Although the projects in this series follow a common format, there is no single 'best' style. Nor is any special expertise in writing necessary. Good work-based projects can be produced by anyone who is determined to help trainees to exploit all of the potential for learning in work experience.

*A technical manual 'Core Skills in YTS' is currently available from MSC. It is supported by a short introductory leaflet and a practitioner's guide for supervisors. A separate manual is available on computer literacy/information technology.

PROJECT INFORMATION

This project is designed to help the trainee who is not specifically placed in the mould-making department to find out about the making and storing of moulds. It does not assume that every trainee who works on the project will become involved in the practical aspects of mould making - such involvement could cause problems in an organisation with nearly 200 trainees. What it does attempt to do is enable trainees, no matter which department they are in, to become better informed about mould making - a central part of the manufacturing process - so that they are in a better position to communicate confidently with other people in the workplace having gained a good understanding of how moulds are made and cared for and why the materials in use have been chosen for their specific purposes.

This project can be done as an individual or group project.

SUMMARY

The trainee will find out the terms used and the stages involved in plaster mould making. The trainee will then draw up a document demonstrating his/her understanding of the stages, suggesting if possible new materials that might be considered in the moulding process, which will be used as the basis for an illustrated talk to fellow trainees.

SUPERVISOR'S NOTES

INTRODUCTION

This work based project is designed to focus the trainee upon the CORE SKILL areas of: number; communication; practical skills, and problem-solving. Wherever possible, it is also designed to provide learning opportunities to improve personal effectiveness; to provide wider knowledge of the world of work and elsewhere; and to furnish the trainee with skills which can be transferred to other situations.

The essence of the work based project is that people learn more quickly and effectively by actually doing something.

The following notes are designed to help you, your staff, and the trainee, so that the project can be carried out with a minimum of disruption to normal work activity.

1. Where relevant, please advise other staff that the trainee will be doing the project;

2. Please ensure that the trainee has read the project details and understands what is required;

3. Please ensure that the trainee is aware of any aspects of safety, hygiene or security which might touch upon the project;

4. Please ensure that the trainee appreciates that good planning will make the task easier. Wherever possible, and before the project starts, the trainee should be encouraged to take responsibility for his/her learning by estimating time, deciding on equipment and materials, identifying possible hazards and other problems, and generally "thinking the project through".

5. Upon completion of the project discuss with the trainee the activities he/she has been engaged in. What problems were there? What has he/she learnt? Would he/she tackle the project differently?

Encourage the trainee to complete the trainee's review page.

Names

TRAINEE .....

SUPERVISOR .....

TUTOR .....

Times

Please fill in the table below. This will show the time you spend on completing this project. The first column has been filled in as an example. Make another table if you need more space.

DATE	16/6			
START	1·30			
FINISH	3·00			
TIME SPENT (HOURS)	1½			

BACKGROUND

Anybody working in a commercial pottery at some time in their working lives comes across plaster moulds, usually in the form of working moulds. In order to talk to people in the future about moulds, an understanding of the terms used and the stages in the process of moulding is needed.

This project will give the trainee an understanding of these stages, experience of interviewing somebody in a different section of the works and the opportunity to draw up a document of his/her findings and suggestions.

SITUATION

A very large pottery in STAFFORDSHIRE where trainees are working in a lot of different departments, e.g. Decorating, Warehousing, Photographic, Progress Chasing, Flower Decorating, Sliphouse.

PURPOSES

Doing this project will give you the opportunity to find out more about the pottery industry in which you work. It will also help you to develop your CORE SKILLS (number, communication, problem-solving, and practical skills). Increasing your abilities in these skills will make it easier for you to change jobs and retrain when the need arises.

The tasks you are asked to do are outlined below, together with the most important CORE SKILLS that they contain. When you have finished each task, ask your supervisor to tell you how well she/he thought you did in the task, and record this on the Assessment Form near the back of this Project. This record will be needed to complete your Certificate at the end of your YTS year.

For a working mould to be made various stages have to be worked through and this project will :

WBP TASK	ACTIVITY	CORE SKILL
1.	Enable you to plan correctly the order in which you carry out your project.	Plan the order of activities. 9.1 Discuss with people in the workplace how things are to done. 8.6
2.	Acquaint you with the stages of plaster mould making and enable you to become familiar with the terminology used e.g. BLOCKING: CASING: CHOCKERING: FETLING: so that you can communicate better with people in your workplace.	Plan how to communicate for a particular purpose. 9.5 Discuss with other people in the workplace how things are to be done. 8.6 Find out information by speaking to other people. 6.1 Find out information by observing. 6.3
3.	Show how plaster is mixed and cared for.	Find out information by observing. 6.3
4.	Make you aware of how to care for moulds and store them.	Find out information by speaking to other people. 6.1 Find out information by observing. 6.3

5.	Give you the opportunity to use the information you have acquired to recommend possible different materials which might be used at various stages.	Decide between alternative courses of action. 10.3 Discuss with other people in the workplace how things are to be done. 8.6
6.	Enable you to set out in a pamphlet form or/and chart, your findings so that others as well as yourself can see the stages involved in manufacture and the tools involved.	Plan how to present information. 9.6 Discuss with other people in the workplace how things are to be done. 8.6 Provide information in writing, and by means of tables and diagrams. 7.3
7.	Enable you to present a talk to your fellow trainees.	Provide information by speaking to other people in the workplace. 7.1

Each CORE SKILL is identified by number in the PRACTITIONER'S GUIDE to the YTS CORE, which contains advice and guidance on what CORE SKILLS are and their uses. The numbers are included here for ease of reference.

ACTION PLAN

TASK 1

Read through this project very carefully and make sure that you understand every task. The successful completion of this project depends upon good planning so the first thing you have to do is plan the order in which you will carry out the ACTION PLAN. Write up your plan in your notebook and discuss any problem areas with your supervisor.

TASK 2

You will need to make an appointment to go the MOULD MAKING AREA to talk to the relevant person and be shown round. You may decide to do this by writing a memo or ringing up. You will have to decide. When you have reached a decision, after talking about the advantages and disadvantages of each method with your supervisor, make your appointment.

Make a note of the date and time and turn up ON TIME. You should plan the questions you would like answered and the information you will need to provide. Discuss your ideas with your supervisor before you go to the interview.

TASK 3

Take this work-based project (w.b.p) along with you and explain that you would like to see the processes involved in plaster mould making, and the tools and equipment used, so that you can complete your project. It may take you more than one visit to gather all the information you need. If this proves to be the case, politely ask when it would be convenient to return and make a note of the date and time.

You will probably find it easier to draw the stages from model to working mould, writing alongside each illustration a brief explanation. Therefore as well as a pen it will be a good idea to take along drawing equipment. Observe carefully how plaster is mixed - it looks very easy but it does require a high degree of skill. Make a note of the mix as well as how it is mixed and when and how things can go wrong!

Later on you will need to refer to your notes/sketches to set out your findings and recommendations, so make sure that you make sufficiently detailed notes of your visit.

If you do not understand the words used or the reason why something is done the way it is, say so and ask the person to explain it.

Remember that you need to make a list of the tools used. It might well be easiest to quickly sketch them so that you can refer to them later with your notes.

TASK 4

Once the moulds are made they need to be looked after properly and the masters need to be stored carefully. Make notes on how they are looked after and classified, after looking round the storage area and asking relevant questions.

TASK 5

You will now need to find out why the particular materials used are used. For example why are backing rings made of metal and not plastic? Just because things have always been done in a particular way or made of a particular material does not necessarily mean it is the best. Try to think of alternative materials for any that are in use which would be cheaper, or simpler to use, or do a better job.

Discuss your ideas with your supervisor and see if he agrees with you. If he does, see if he can persuade the Manager to introduce them.

TASK 6

Now comes the difficult part. From all the notes and drawings you have made you will need to write the process up in pamphlet form, to give to your fellow trainees prior to giving them an illustrated talk. You will need to think about the content and presentation very carefully, making certain that all the material is covered.

When you have decided how to draw up your document and how to give your talk - for example you may have decided to have a chart or series of charts for the stages of manufacture and a separate report for suggestions about alternative materials, tell your supervisor.

Discuss your ideas and ask for any of his/her suggestions.

Now you can write up your final report taking into account all the relevant ideas and suggestions.

TASK 7

See your supervisor about arranging a convenient place and time for your talk to your fellow trainees. Notify everybody concerned and give your talk.

TRAINEE REVIEW

PLEASE COMPLETE THIS FORM IN AS MUCH DETAIL AS POSSIBLE AND DISCUSS IT WITH YOUR SUPERVISOR AND TUTOR.

1. Were you offered a selection of Projects to choose from? If so, why did you choose this one?

2. What did you think of it? Was it - easy, hard, interesting or boring?

3. What did you learn? (Look at the list of Purposes).

4. Did you learn something which was not on the list of Purposes?

5. Did you need help with any particular part of the Project? What kind of help did you get?

6. Were there any words in the Project that you did not understand? Please list them.

7. Do you think you could use what you learned in another job, or outside work?

8. Has this Project helped you decide whether you need further training in certain areas?

SUPERVISOR REVIEW

Please refer to Supervisor's Notes.

Please read the questions included under Trainee Review.

Please complete the Assessment Form and discuss your assessment with the trainee before initialling it to show that you both agree with the assessment.

COMMENTS:

ASSESSMENT

explanatory notes

In completing this wbp the trainee has the opportunity to demonstrate competence in the CORE SKILLS listed on the attached form.

The first two columns list the wbp Tasks and the CORE SKILLS which occur within them.

You are asked to assess the trainee's competence in these CORE SKILLS according to the amount of support from you that the trainee needed, for example:-

1) if a trainee is asked to "find information from written sources" and you provide the trainee with all the sources of that information, together with telling the trainee where to look in any particular source, then that trainee is obviously being given much more support in finding that information than a trainee who identifies the sources and extracts correct information unaided;

2) if a trainee is asked to undertake a task which involves "noticing the needs of customers or clients", and needs considerable prompting to approach a customer, then that trainee is obviously being given more support than a trainee who takes the initiative in approaching the customer.

To be regarded as fully competent in the CORE SKILLS, the trainee should need to be offered no more support than you would normally give to any experienced worker.

Most of the time job competence and CORE SKILLS competence are likely to be the same, but sometimes this may not be so. For instance, a trainee involved in machining a particular component may be competent so far as planning the work is concerned (a CORE SKILL), but may not have reached experienced worker speeds (an occupational skill).

Please tick the appropriate box and initial in the space provided, after you have discussed your assessment with the trainee and agreed any further training required.

ASSESSMENT FORM

PROJECT TITLE MOULDS WBP NO M/06/011 DATE

TRAINEE'S NAME SUPERVISOR'S NAME

WBP TASK NO	CORE SKILLS ASSESSED	NEEDED A LOT OF ASSISTANCE	NEEDED SOME ASSISTANCE	LITTLE OR NO ASSISTANCE		COMMENTS INCLUDING NO OPPORTUNITY	AGREED INITIALS	
				NEEDS MORE PRACTICE	COMPETENT		TRAINEE	SUPERVISOR
1	9.1 Plan the order of activities.							
1,2,5 6	8.6 Discuss with other people in the workplace how things are to be done.							
2	9.5 Plan how to communicate for a particular purpose.							
2,4	6.1 Find out information by speaking to other people.							
2,3,4	6.3 Find out information by observing.							
5	10.3 Decide between alternative courses of action.							
6	9.6 Plan how to present information.							
6	7.3 Provide information in writing, and by means of tables and diagrams.							20

ASSESSMENT FORM continued.

WBP TASK NO	CORE SKILLS ASSESSED	NEEDED A LOT OF ASSISTANCE	NEEDED SOME ASSISTANCE	LITTLE OR NO ASSISTANCE		COMMENTS INCLUDING NO OPPORTUNITY	AGREED INITIALS	
				NEEDS MORE PRACTICE	COMPETENT		TRAINEE	SUPERVISOR
7	7.1 Provide information by speaking to other people in the workplace.							